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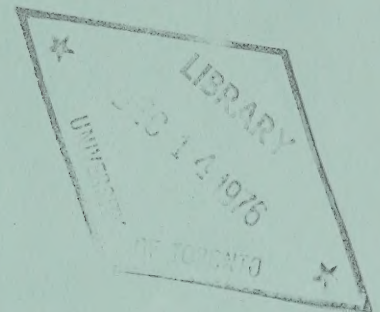
Government
Publications

ONTARIO COUNCIL ON UNIVERSITY AFFAIRS

OPEN MEETING WITH RYERSON POLYTECHNICAL INSTITUTE

NOVEMBER 30, 1974

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APPENDIX 'A' Speech by Dr. George Korey

ONTARIO COUNCIL ON UNIVERSITY AFFAIRS

MINUTES

4-0090 MEETING

OPEN MEETING WITH RYERSON POLYTECHNICAL INSTITUTE

LOCATION

Ryerson Polytechnical Institute
Toronto, Ontario

DATE AND TIME

November 30, 1974
10:30 a.m.

4-0091 ATTENDANCE

OCUA MEMBERS

J. S. Dupré

W. E. Bagnall

D. G. Hill

M. A. B. Bush

T. R. Léger

A. D'Iorio

A. L. McCallion

J. D. Fisher

J. S. Mustard

P. Fleck

M. F. Orange

R. Gerstein

R. P. Riggin

L. Good

H. H. Walker

W. A. Goyan

J. R. Yarnell

OCUA STAFF

J. P. Venton
Executive Secretary

N. E. Simmons
Associate Secretary

MCU (Observer)

B. A. Wilson
Assistant Deputy Minister

COU (Observer)

C. Isacss

RYERSON POLYTECHNICAL INSTITUTE DELEGATION

I. F. Kennedy
Chairman, Board of Governors

J. L. Packham
Acting Vice-President, Academic

W. J. Clark
Acting Dean of Business

C. R. Worsley
Dean of Technology

T. G. Sosa
Director, Student Services
and Acting Director, Academic
Support Services

J. Ezyk
Director, Campus Planning and
Physical Plant

Dr. G. Korey
Acting President

N. Mackenzie
Dean of Arts

A. Wilkinson
Dean of Community Services

A. Sauro
Dean of Applied Arts

W. W. Ralston
Director of Finance and
Management Information Systems

4-0092 INTRODUCTORY REMARKS

A copy of the Acting President's introductory remarks is attached as Appendix "A" of these Minutes. Subsequent discussion focused on the following:

4-0093 AIMS AND OBJECTIVES

The delegation indicated that delivery of education at Ryerson was designed to achieve a balance between university and technological approaches. While the Institute had been urged by the external community to pattern itself more after universities, the internal community wished to maintain the key differentiating factor, namely to teach 'how to do things'. Developing countries were reported to have shown great interest in establishing institutes similar to Ryerson and it was felt that Ryerson was gaining world-wide recognition.

4-0094 COMMUNITY INTERACTION

Ryerson's social service programme found the Institute's lower socio-economic environs an excellent 'living laboratory'. In addition to working closely with over one hundred social agencies, the Institute offered a start-up programme for Natives, Metis and black immigrants in which student groups were heavily involved.

Ryerson had a standing policy which encouraged community usage of facilities at no charge but had found that as a result of facility limitations space was seldom available for community usage except during summer months. The swimming pool was open regularly for the community and where possible staffing of facilities was provided at no cost. Technical library holdings were also made available to the community.

4-0095 SECONDARY SCHOOL LIAISON

Ryerson reported heavy involvement in an intensive programme of high school liaison which involved career planning and orientation. The faculty frequently communicated with secondary school teachers

of Languages and Mathematics to ascertain the levels of high school course content in order that Ryerson could offer programmes not beyond the capabilities of entrants.

4-0096 ADMISSIONS AND ENROLMENT

It was reported that one year previously the Institute had decided that due to time and facility capacity limitations, it was necessary to limit enrolment in all programmes. The result, overall, was that in 60% of programmes eligible applicants were turned away. The selection process, in many areas, had been enlarged to include applicant interviews and this was felt to have contributed to low attrition rates. Qualified applicants were accepted on a first-come first-served basis and therefore it was difficult to ascertain how many qualified applicants had indeed been turned away. Ryerson did not use the Ontario Universities Application Centre.

Origins of the student body at Ryerson were as follows:
55% from Metropolitan Toronto, 36% from elsewhere in Ontario, 6% from other provinces, and 2.7% from other countries including the United States. Social, transportation and housing problems were cited as barriers to students from elsewhere in Ontario.

4-0097 PROGRAMMES

The delegation reported that no distinction was made between diploma and degree courses during the first three years but that in order to obtain a degree a student was required to take an additional fourth year. All faculty at Ryerson taught an average of 16.3 classroom hours per week and evening teaching was carried out by regular faculty on an overload basis. 50% of such teaching was done by individuals from industry and from other institutions. 88.5% of regular faculty at Ryerson held tenure.

It was reported that Ryerson's Nursing programme now incorporated those previously carried out at The Hospital for Sick Children,

Wellesley Hospital and Women's College Hospital. Ryerson however had not received new facilities for its Nursing programme and as a result rented space from these hospitals. Difficulties encountered included the logistics of teachers circulating among hospital locations, and the integration of hospital administrative nurses into the teaching programme.

4-0098

FINANCIAL PROBLEMS

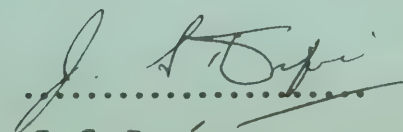
When Ryerson moved from a line budget on to the Operating Grants Formula the student:faculty ratio had deteriorated from 15:1 to 16.7:1. It was in part to counterbalance this deterioration that Ryerson was awarded increased weighting, at first 1.22 and for 1975-76, 1.3. However, the delegation reported that fiscal stringency had made it impossible for Ryerson to use the added weight to restore previous student:teacher ratios, and that since coming on to the formula Ryerson had been operating at a deficit regardless of stringent cost reduction programmes. Currently the Institute found itself unable to fill fifty academic support positions and unable to plan for the future due to a lack of funds. An example of the type of consequence caused by this situation was that Ryerson's library was now open all weekend only during the three weeks prior to examinations. Normally this library of 170,000 volumes was open only on Saturday until 4 p.m.

The delegation agreed to provide additional information concerning the 'normal activity/service levels' referred to in the brief.

Ryerson cited equipment depreciation as a major source of pressure. It was stressed that in a technological institution most instruction was equipment-intensive. The delegation urged that capital funding for cyclic renewal should apply to the maintenance and up-dating of equipment.


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N. E. Simmons
Associate Secretary


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J. S. Dupré
Chairman

Opening Speech of Dr. George Korey, Acting President,
Polytechnical Institute, to the Ontario Council of
University Affairs, November 28, 1974.

GOOD MORNING, LADIES AND GENTLEMEN,

WE VERY MUCH APPRECIATE THAT YOU HAVE TAKEN THE TIME
ON A SATURDAY MORNING TO VISIT WITH US.

HOPEFULLY, THE FAMILIARIZATION TOUR YOU HAVE JUST
COMPLETED HAS NOT LEFT YOU TOO LEG-WEARY. SINCE WE
ARE AN INSTITUTE COMPRISING 16 BUILDINGS SPREAD
OVER 18 ACRES WE COULD HAVE MADE IT REALLY TOUGH
IF WE'D GIVEN YOU THE FULL TOUR:

IT IS OUR HOPE THAT THIS OPPORTUNITY TO PRESENT OUR-
SELVES TO YOUR COUNCIL WILL LEAVE YOU WITH AN
INCREASED AWARENESS AND UNDERSTANDING OF RYERSON
POLYTECHNICAL INSTITUTE.

IN THE BRIEF WHICH WAS RECENTLY SUBMITTED TO THE
INDIVIDUAL MEMBERS OF YOUR COUNCIL, WE HAVE DESCRIBED
THE RYERSON BACKGROUND WHICH IS ESSENTIALLY THAT OF
RAPID GROWTH AND CHANGE, INCREASED SOPHISTICATION OF
CURRICULUM, AND ALL THE PROBLEMS ATTENDANT ON SUCH
A SITUATION.

FURTHER, THE BRIEF DETAILS OUR GOALS AND OBJECTIVES, OUR PROGRAMMES AND LEVELS OF STUDY, STUDENT CHARACTERISTICS, ENROLLMENT TRENDS, FACULTY RESOURCES, ACADEMIC ORGANIZATION AND CURRENT PROBLEMS.

ADDITIONAL COPIES OF THIS BRIEF ARE AVAILABLE TO YOU HERE TODAY.

DURING YOUR TOUR THIS MORNING, IT WOULD BE MY GUESS THAT YOUR SIGNIFICANT IMPRESSION MIGHT BE THAT RYERSON IS VERY HEAVILY INVOLVED IN TECHNOLOGICAL AND ELECTRONIC EQUIPMENT, PERHAPS CONSIDERABLY MORE SO THAN MANY INSTITUTIONS WHICH YOU MAY VISIT. THIS IS, OF COURSE, VERY MUCH THE FACT - AND RELATES DIRECTLY TO OUR TECHNOLOGICAL, CAREER ORIENTED PROGRAMMES.

IT WOULD BE REDUNDANT TO REVIEW IN TOO MUCH DETAIL THE RYERSON BRIEF TO YOUR COUNCIL, SINCE THIS IS A DOCUMENT WHICH YOU CAN STUDY AT YOUR LEISURE.

IN THE NEXT FEW MINUTES, I'LL CONFINE MY REMARKS TO THE HIGHLIGHTING OF A FEW KEY POINTS DETAILED IN THE

BRIEF, TRUSTING THAT THIS WILL LEAD TO QUESTIONS ON YOUR PART, WHICH I AND MY ASSOCIATES WILL DO OUR BEST TO ANSWER.

RYERSON POLYTECHNICAL INSTITUTE IS AN INNOVATIVE POLYTECHNIC UNIVERSITY PROVIDING CAREER ORIENTED EDUCATION FOR SUPERIOR PROFESSIONAL ACHIEVEMENT.

THIS GENERAL STATEMENT OF PURPOSE REFLECTS BOTH AN EVOLUTION FROM EARLIER EDUCATIONAL ROLES AND A CURRENT DIRECTION. RYERSON'S GROWTH AND CHANGE HAS BEEN A RESULT OF ANTICIPATING EDUCATIONAL NEEDS AND A RESPONSE TO STUDENT INTERESTS, PROFESSIONAL PRACTICE, AND PUBLIC (GOVERNMENT) DIRECTION.

AMONG GOALS WHICH ILLUSTRATE THE DIRECTION OF CHANGE ARE:

- CAREER ORIENTED PROGRAMS AND COURSES FOR STUDENTS PREPARING TO EMBARK ON THEIR FIRST CAREER, ABOUT TO CHANGE CAREERS, OR WHO DESIRE TO IMPROVE THEIR KNOWLEDGE AND PROFESSIONAL COMPETENCE

- CURRICULA WHICH INTEGRATE THE APPLIED, THEORETICAL, CREATIVE, AND CRITICAL ASPECTS OF THE ARTS AND SCIENCES
- GRADUATES WHO HAVE CAPACITY FOR LEADERSHIP, CREATIVITY, ANALYSIS, JUDGMENT AND REFLECTION, AND WHO ARE CAPABLE OF MEETING THE CHANGING NEEDS OF SOCIETY.

THE ACHIEVEMENT OF THESE GOALS WILL BE INFLUENCED BY THEIR VALUE WITHIN THE ONTARIO POST-SECONDARY EDUCATIONAL SYSTEM AND BY THE CAPACITY OF RYERSON'S PRESENT AND FUTURE RESOURCES.

THE COMMON OBJECTIVE OF ALL RYERSON PROGRAMMES IS TO ENABLE STUDENTS TO ACHIEVE COMPETENCE FOR AN IDENTIFIABLE PROFESSIONAL OR PARAPROFESSIONAL OCCUPATION. COMPETENCE FOR GRADUATES IS SOUGHT IN TERMS OF THE BLEND OF THEORETICAL KNOWLEDGE, PRACTICAL SKILLS, CAREER COMMITMENT, GENERAL EDUCATION, AND SOCIAL CONTEXT THAT MARKS THE PARTICULAR PROFESSION. PRESENT PROGRAMMES ARE IN THE FIELDS OF

ARTS, APPLIED ARTS, BUSINESS ADMINISTRATION, COMMUNITY SERVICES AND ENGINEERING TECHNOLOGY.

ALL PROGRAMS AND CREDIT COURSES ARE AT THE POST-SECONDARY LEVEL WITH ADVANCING CONTENT AND STANDARDS IN THE SUBJECTS STUDIED SEQUENTIALLY OVER THREE OR FOUR ACADEMIC YEARS. MOST PROGRAMMES NOW PROVIDE FOR STUDY TO THE BACCALAUREATE LEVEL: SOME PROGRAMMES ALSO PROVIDE FOR COMPLETION AT THE DIPLOMA LEVEL: A FEW PROGRAMMES PRESENTLY PROVIDE FOR DIPLOMA OR CERTIFICATE LEVEL STUDIES.

PART-TIME EVENING CREDIT COURSES ARE GENERALLY OF THREE KINDS - (A) COURSES AT A FIRST LEVEL OF STUDY TOWARD CERTIFICATE AND DIPLOMA PROGRAMMES, (B) COURSES AT A FINAL YEAR LEVEL OF DEGREE PROGRAMMES FOR WORKING DIPLOMA GRADUATES, AND (C) COURSES FOR INDIVIDUALS STUDYING TOWARD PROFESSIONAL ACCREDITATION (E.G., C.A. OR P. ENG)

AS A TEACHING INSTITUTION OFFERING UNDER-GRADUATE PROGRAMMES IN APPLIED STUDIES, RYERSON PROBABLY

RELATES MORE TO THE INDUSTRIAL AND COMMERCIAL COMMUNITY AND TO PROFESSIONAL ASSOCIATIONS THAN TO THE ONTARIO UNIVERSITY SYSTEM AS A WHOLE. EACH PROGRAMME BENEFITS FROM AN ADVISORY COMMITTEE COMPOSED OF INDIVIDUALS FROM THE RELEVANT BUSINESS SECTOR AND PROFESSION.

ACADEMIC COMMUNICATION MOST TYPICALLY TAKES PLACE WITH SIMILAR POLYTECHNIC INSTITUTIONS OUTSIDE ONTARIO RATHER THAN WITH OTHER UNIVERSITIES. HOWEVER, LIAISON WITH ONTARIO UNIVERSITIES (ESPECIALLY TORONTO AND YORK) IS DEVELOPING IN AREAS OF COMMON INTEREST INCLUDING:

- THE YORK-RYERSON JOINT COMPUTING CENTRE
- MULTI-INSTITUTION PARTICIPATION IN COURSES BROADCAST BY CJRT-FM
- STUDENT TRANSFERABILITY ARRANGEMENTS
- STUDY OF SHARED USE OF LEARNING FACILITIES.

UNDER THE AUSPICES OF C.I.D.A., RYERSON MANAGES A SCHOOL FOR HOTEL AND TOURISM ADMINISTRATION IN TRINIDAD AND IS PROVIDING CURRICULAR CONSULTATION TO THE COSTA RICA INSTITUTE OF TECHNOLOGY.

AS AN ASSOCIATE MEMBER OF C.O.U., RYERSON MAINTAINS CLOSE CONTACT WITH THE COUNCIL'S DELIBERATIONS AND POLICIES. A FORMAL PARTICIPATION IN A C.O.U. STUDY OF ONTARIO PROGRAMS IN ARCHITECTURE HAS BEEN INITIATED.

THE PROJECTION FOR RYERSON'S OPERATING FINANCES IN 1975/76 ASSUMES BASICALLY:

- (A) CONTROLLED ENROLLMENTS AS REPORTED TO O.C.U.A. AND H.C.U. (ABOUT 3% INCREASE)
- (B) A B.I.U. VALUE ONLY 7% OVER 1974/75
- (C) A WEIGHTING INDEX OF 1.3 (COMPARED WITH THE PRESENT 1.22) AS ACCEPTED BY H.C.U. ON C.U.A. RECOMMENDATION FOR 1975/76

- (D) THE NURSING PROGRAMME ON SEPARATE LINE BUDGET
- (E) FACULTY AND STAFF NUMBERS AT THE 1974/75
ACTIVITY LEVELS
- (F) SALARY AND BENEFIT COST RATES INCREASING AT
THE RECENT PATTERN OF 15% PER YEAR
- (G) SUPPLIES AND EXPENSES INCREASING AT THE
RECENT INFLATIONARY COST RATE OF 25% PER
YEAR

RYERSON IS SUBJECT TO A DIRECT NECESSITY TO SEEK
GRANT REVENUE THAT WILL COPE WITH INFLATION BE-
CAUSE:

- (A) SALARY AND BENEFIT LEVELS ARE SET BY
COLLECTIVE FACULTY AGREEMENTS THAT HAVE BEEN
BASED LARGELY ON COST-OF-LIVING INDICES
(THROUGH EXTERNAL ARBITRATORS FOR 1972/73
AND 1973/74)

(B) FACULTY COLLECTIVE AGREEMENTS ALSO DETERMINE
ACTIVITY LEVELS THROUGH WORKLOAD CLAUSES

(C) THE INSTITUTE HAS NO FINANCIAL RESERVES

LIKE THE UNIVERSITY SYSTEM AS A WHOLE, RYERSON
CURRENTLY HAS A PHYSICAL RESOURCE CAPACITY CLOSE TO
ITS TOTAL PRESENT STUDENT ENROLLMENT IN TERMS OF
GROSS CRITERIA SUCH AS THOSE OF THE INTERIM CAPITAL
FORMULA OR THE BUILDING BLOCKS PROPOSALS. LIKE THE
SYSTEM AS A WHOLE, THIS GROSS INDICATOR STATEMENT
FAILS TO REVEAL SEVERAL VERY SERIOUS WEAKNESSES IN
RYERSON'S PHYSICAL RESOURCES:

(A) THERE IS NO CAPACITY FOR ENROLLMENT GROWTH OR
ACADEMIC DEVELOPMENT

(B) THE BALANCE OF PHYSICAL RESOURCES AMONG
INDIVIDUAL PROGRAMS IS INEQUITABLY DISTORTED
AS A RESULT OF DIFFERENTIAL TRENDS IN ENROLL-
MENT PATTERNS, HISTORICAL CIRCUMSTANCES
AFFECTING FACILITY AGE AND QUALITY, AND THE

CUMULATIVE EFFECT OF THE FREEZE ON PREVIOUSLY EXPECTED CAPITAL FUNDING.

AN EXAMPLE OF UNPROVIDED - FOR PROBLEMS IS THE CASE OF OUR ARCHITECTURAL SCIENCE AND LANDSCAPE ARCHITECTURE COURSES, PRESENTLY HOUSED IN THE CITY HALL ANNEX. OUR LEASE THERE EXPIRES IN 1979, LEAVING THE PROBLEM OF 450 STUDENTS TO BE HOUSED AT THAT TIME.

(C) THE RESPONSIBILITIES ASSIGNED TO RYERSON FOR NURSING EDUCATION HAVE RESULTED IN AN URGENT REQUIREMENT FOR EXPANDED RYERSON FACILITIES TO PROVIDE ACADEMIC SPACE FOR THE 480 STUDENTS IN THIS PROGRAM.

(D) THE ACCUMULATION OF DEFERRED ALTERATIONS AND RENOVATIONS IN FACILITIES TEN OR MORE YEARS OLD THROUGH THE FREEZE ON CYCLIC RENEWAL FUNDS HAS BROUGHT THESE FACILITIES VIRTUALLY TO A POINT OF COMPLETE INADEQUACY FOR EFFECTIVE STUDENT LEARNING.

(E) INSTRUCTIONAL EQUIPMENT IN MANY LABORATORIES AND STUDIOS NO LONGER IS SUPPORTING THE PURPOSE OR STANDARD FOR WHICH RYERSON'S PROGRAMMES HAVE

BEEN DEVELOPED. PHYSICAL DETERIORATION THROUGH INTENSIVE USE AND OBSOLESCENCE THROUGH TECHNOLOGICAL CHANGE ALREADY HAVE REDUCED THE QUALITY OF ALL EQUIPMENT-BASED COURSES AND HAVE BROUGHT A FEW COURSES CLOSE TO COLLAPSE.

THE ACQUISITION OF INSTRUCTIONAL EQUIPMENT OFTEN INVOLVES MAJOR ITEMS OR DELIVERIES EXTENDING BEYOND A FISCAL YEAR, SUGGESTING THE NEED FOR A CYCLIC RENEWAL FUNDING SYSTEM HAVING A BROADER TIME BASE THAN AN ANNUAL FORMULA GRANT.

IN YOUR STUDY OF THE RYERSON BRIEF TO YOUR COUNCIL YOU WILL NOTE THIS INSTITUTE'S STRONG EMPHASIS ON THE WHOLE SUBJECT OF A CYCLIC RENEWAL FUNDING SYSTEM.

LADIES AND GENTLEMEN - THANK YOU FOR THIS OPPORTUNITY TO BRIEFLY SUMMARIZE OUR AFFAIRS.

AT THIS POINT, I WOULD LIKE TO OPEN THE MEETING FOR YOUR QUESTIONS.

